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CORNELL UNIVERSITY

OPENING OF

THE MEDICAL COLLEGE

ADDRESSES

BY

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PRESIDENT SETH LOW

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THE CORNELL UNIVERSITY MEDICAL COLLEGE

ADDRESS BY PRESIDENT SCHURMAN

LADIES AND GENTLEMEN :

We meet in the closing days of the nineteenth century to dedicate to the upbuilding and relief of man's estate throughout the twentieth and succeeding centuries this spacious, imposing, and magnificent edifice. The protection and preservation of human health is an end aptly symbolized by a harmonious and symmetrical structure ; and the distinguished architects who have planned this work of fine intelligence, which is also a delight to the eye and the imagination, have shown a just æsthetic feeling not less than a sound practical apprehension of the conditions of the problem committed to their solution. As we admire their creation, which now stands firmly and broadly on the earth, and lifts itself by chaste surfaces and lines of beauty above all surrounding structures till it seems to fling itself against the sky, we feel that the city of New York has gained a rare architectural ornament, and our architects have added a crowning monument to their well-established fame.

The plastic arts of antiquity are here happily blended with the spirit of the healing art of modern world. But the hour draws its inspiration not from Phidias, but from Galen and Harvey. The material structure, however admirable, is but an instrumentality. The end to which it is dedicated is the prevention and cure of the diseases which afflict human beings.

For the accomplishment of that end knowledge must be communicated to the rising generations, and the boundaries of existing knowledge must be continually enlarged. Instruction and investigation are the functions of our Medical College. Both demand apparatus and equipment, for which adequate provision has been made in the building, and a corresponding supply will undoubtedly be forthcoming as fast as needs arise.

But there is something of more importance—of vastly more importance—than either space or facilities for work, and that is the worker. It is not things, it is men that count. Personality is the magic power that makes history, creates civilization, and recreates the world. It is our teachers and investigators who will make the reputation of our Medical College. All else is means, they are the agents. If I rejoice in the possession of this magnificent building, with its sumptuous appointments, and in the apparatus and equipment which are gradually coming together under its roof, I rejoice vastly more in the Faculty who are to use them, and who, in using them, will, I trust, enlarge and enrich the medical science of the twentieth century. Of all the liberal provisions made for our Medical College, I put first of all the endowment which enables us to secure for our Faculty the services of the foremost representatives of the science and art of medicine.

What shall I say of the Prospero to whose beneficent magic we owe it all? It is his desire that this act of generosity shall be nameless. I respect his wishes. Never since modern universities started with the Medical School of Salerno—never in the history of the world—has there been such generous provision for a medical college as our patron has made and is making here. Conceiving of wealth as a trust, he is using his for the relief of human suffering. He believes this is to be achieved by research into the laws of the organic world—by the study of its normal and pathological phenomena—and by the thorough training of candidates for medical practice. But apart from providing ways and means, he leaves everything in our hands. We are absolutely free and unfettered. One condition only has he imposed : that we shall make the Medical College of Cornell University second to none in the world. May the dedication of this splendid home for our College inspire us all with ardent zeal and strenuous determination to press forward to the goal of that high calling. With courage, energy, devotion, and harmony we shall not find inaccessible the height of the great argument of our Founder. Our success would be a stimulus to sister institutions, for which we have only the kindliest feelings and the best wishes, and it would promote the happiness of mankind, which is the common aim of all medical education.

ADDRESS BY PROFESSOR STIMSON

MR. PRESIDENT, LADIES AND GENTLEMEN:

It is my pleasant duty, in the name of the President and Trustees of Cornell University and of the Faculty of its Medical Department, to welcome you here to-day and to invite you to view and consider the sumptuous building and the complete equipment with which this new department of the University has been so generously provided.

If there be sermons in stones, surely these beautiful ones so artistically put together, this great building so admirably planned for its purposes, will speak to you far more eloquently and clearly than I can, and much more plainly than I dare, of the wise conception and the generous and intelligent execution here evidenced, combined with a modesty and self-effacement which, in the restraint they impose upon expression, are as embarrassing to those who receive, as they are becoming and admirable in him who gives.

In the benefits thus conferred, in the compliment of your presence, and in the felicitations extended, we do not stand as the sole recipients. You who are gathered here, your fellows in this city and state in which we dwell, and in this great country of which we are a part, and the countless generations that are to follow, all have their share in the benefits, all have the right to hold us to the proper use of the means placed in our hands. And this not merely because of present or prospective personal advantage in accident or disease, but for a far wider and less selfish reason—an interest in all that makes for the advancement of science, the spread of knowledge, the reputation of our country, the benefit of mankind. To adapt a well-known phrase :—we are human, and nothing that touches humanity is alien to us.

You have the right, too, to require that what is done for charity or philanthropy shall be done wisely and especially that great gifts like this should not be restrained and limited to the character of a simple dole in charity, a gift which merely meets a moment's need, relieves a moment's want, and makes the recipient less able or less inclined to prevent its recurrence ; but that, on the contrary, it shall be fashioned according to the principles of scientific well-doing, that it shall develop character and strength in the beneficiary, that it shall itself grow by its own exercise, that it shall check the dislike and distrust of classes, that it shall oppose to the suffering discontent of the poor the spectacle of earnest, continuing, intelligent effort for their amelioration.

It has been recently said by one whose experience in the matter is large, varied, and intelligent, that the philanthropist is generally a man who has more money than good sense, and that money is frequently given without thought, simply to ease conscience. From this implied reproach of wasteful giving money given in aid of educational institutions is almost always exempt. With the exception of a very few which have sprung full-grown from the heart and purse of the possessors of some of those enormous fortunes which have come to be so striking a phenomenon of the end of this century, our colleges and universities stand before the world, with all its incitement to greed, distrust, and selfishness, as the slow, steady aggregations of gifts from rich and poor alike, according to their means ; of honest skillful conservation of trusts ; of honest, intelligent, conscientious effort for an altruistic idea.

Our own University stands in its origin and its development as a striking, almost unique, example of this solidarity of interest, purpose, and effort. Founded by funds obtained from the sale of lands set apart by the general government for the aid of education in each state, it began as the child of the community, the creation of the nation, each citizen of which might claim a part in it. The appropriation, so magnificent in its possibilities, was yet so hampered by industrial conditions and immediate needs throughout the country, that in most of the states it took final form only as a fund too modest in size to rise above the scope and needs of the common schools; but in this state, thanks to the sagacity and energy of Ezra Cornell and Henry W. Sage, aided by their great personal donations, it created Cornell University. And now this latest gift has come to evidence the continuing, intelligent interest of the rich in the work and the welfare of the community and to add its powerful increment to the accumulated forces, to carry on with intensified energy the work so broadly planned and so ably begun.

Wealth thus applied is surely applied most intelligently and productively. Its coefficient of result is far greater than if employed in other ways. Less is lost in organization and management. By adding itself to an existing institution it not only secures the advantage of its support for the special work in view, but it also broadens and extends the influence and results of the parent at the points where the work of the latter is touching its term. In this case it has added a department to the University. And in doing this it has not merely rounded out the institution, given it a completeness which it previously lacked, but it has also simplified and facilitated the attainment of the end sought by so many of the students. A condition which has been declared a positive evil by some of those best qualified to hold an opinion thereon is the length of time required properly to fit a young man for the practice of a chosen profession. If he enters college at eighteen, begins the study of medicine at twenty-two, and, after having spent four years in that study, as is now required by law in this and many other states, takes two years in a hospital for the needed practical experience, he is nearly thirty years old before he has become productive and self-supporting; and his education has absorbed a capital so large that only those who can establish themselves in the centres which offer the great prizes can obtain an adequate return. This combination of a medical school with a college permits that period to be shortened by a year, and in the case of the able and ambitious man by two years, without serious loss in opportunity or training.

The mere fact of combination, then, ensures a continuity and simplicity of effort and effects an economy in time, in effort, and in money; and, by effecting such a combination with an institution so powerful and so intelligently directed as Cornell, the value, the efficiency, of this benefaction is largely augmented, the current of continuous generous effort is deepened, and an example is set, the beneficent and guiding influence of which will long be felt in the direction given to similar benefactions, and will work to the advantage of many other colleges and universities.

Of those who labor for great ends—the establishment of epoch-making truths in science, the acceptance of novel and fruitful ideas in the worlds of art, of sociology, of religion, the betterment of social and political conditions—to how few is it given to see the fruition of their labors! They must steel themselves against the criticism of ignorance and prejudice, and must have the fortitude to await from the often distant future a recognition that the present is incapable of giving. The same is true, though usually to a less extent, of those whose far-sighted views deal with needs that are more immediate and more widely felt, and which are impressed and furthered by the material aid which they are able to give them. Thrice fortunate is he whose efforts meet with instant recognition and are at once crowned by the gratitude and respect of all, and who is not compelled to wait for a tardy demonstration of their efficiency and a belated harvest of results.

The maturity of thought and the vigor and completeness of action shown in this gift appear less surprising when it is remembered that it is one of a series devoted to the same purpose and extending over many years. The construction and endowment of the Loomis Laboratory nearly fifteen years ago was the first of that series. It was undertaken after mature consideration of the interests involved and of the means best fitted to accomplish the ends sought; and only after its results had been noted, and in the light of the experience thus gained, were the succeeding steps taken. The purpose of that gift was to widen the field of instruction, to improve its methods, and to stimulate original research,—objects so difficult of accomplishment under the system of organization at that time almost universal among medical schools. The purpose of the next step was to free a medical faculty from pecuniary responsibility and direct pecuniary interest in the management of the school, and thus to enable them to raise the standard of acquirement in their graduates without suffering unduly thereby in the then uncontrolled competition. This involved the purchase and reconstruction of a large building and provision to meet the deficit incurred by lengthening the course and raising the requirements, and, with what had preceded, cost about $400,000.

The results obtained during the succeeding years were satisfactory to Colonel Payne, and he was confirmed in his opinion of the desirability of the course he was pursuing, but it transpired that changes made by time and circumstances in the personnel and views of an associated body had made it hopelessly inadequate to aid in carrying out his plans and compelled him to seek other affiliations. These were effected with Cornell University, and after due consideration he assumed the entire cost of the establishment and maintenance of a medical department to be created therein and to be officered by those with whom he had been working for so many years.

Speaking here for my colleagues in the Faculty, I should be derelict indeed did I not express most plainly our gratitude and sense of obligation to him for the generous and masterly manner in which he saved us from the threatened loss of so much for which we had long labored, manifested his continuing confidence in us, and permitted us to share in the great work he was executing.

The material part of this work you see about you. This beautiful and sumptuous building, erected and equipped at a cost of a million dollars, and given to Cornell University, contains as complete an outfit for medical education as can be found in this or in any other country. You will see the spacious and well-lighted halls, the recitation and lecture rooms, the many laboratories, the dispensary which provides the student with the means of direct observation of so many of the injuries and diseases that form the subject of their study. And in the hour you spend in this crowded room you gain personal knowledge of the success with which the architects have provided for the health and comfort of those who spend their days here. And in addition, though invisible to the eye, yet even more important in creating and maintaining the real strength of of the institution, vastly increasing its power and ensuring the vigor and continuity of its work, is the endowment which not only meets the current expenses of this great plant but enables the Trustees to pay in salaries of instructors alone a sum twice as large as the total of the fees received from students.

This foundation, so imposing in its strength and adaptation to its ends and so widely known throughout the land, confirms and practically ensures the extension and permanency of the change in the character of our medical schools which began a few years ago,—the change from proprietary to university institutions,—and supplements the efforts of the states and the profession to raise the standards of professional education and to protect the community against incompetency and imposition. Although the vast majority of the 156 medical schools in the United States are still dependent upon the fees drawn from their 24,000 students for their support, the number must steadily diminish under the competition established by such foundations as this and under the influence of the increasing pressure of state legislation. Some of those schools make, and have always made, public-spirited and conscientious efforts to maintain high standards, and all honor is due them therefor ; but the inadequacy, under the prevailing rates, of the fees paid for instruction to provide the additional instructors and facilities required by the newer methods becomes every year more marked, and constantly presses them towards a university or college connection which alone will enable them to obtain the needed gifts of money.

The same agencies which have effected this change in the character of the schools have also revolutionized the method of instruction. Systematic didactic exposition by a few lectures to large classes has given place to individual study and direct personal acquisition of knowledge ; and to the memorizing of facts and theories has been added the training of the senses to recognize the facts upon which the practitioner has to rely to detect and treat disease. The medical school of a few years ago consisted essentially of a single lecture-room, upon the benches of which the student sat for six or seven hours daily during a term of four or five months, and listened to descriptions and expositions, most of which he could find more systematically set forth in his text-book. The "seven branches of medicine" recognized by law and custom were presented to him in hourly portions, regardless of natural sequence or of his ability to apprehend. The second year was a close textual repetition of the first, and so also was the third for those whose means and ambition led them to take that unrequired year. Work in the dissecting-room was obligatory, but the obligation practically ended with the payment of the fee, and the individual learned or failed to learn in accordance with the strength or weakness of his desire. Laboratory work was limited to a little chemistry and a few demonstrations in the use of the microscope. The much vaunted clinical lecture was the merest suggestion of what it should have been, for the students came to it in a body, and their verification of statements and personal introduction to symptoms of disease were limited to what could be seen from a distance. Of training of hand, eye, and ear there was none ; and of actual experience, of contact with disease, there was little more than the chance opportunities occasionally furnished by the student himself or his friends.

I do not wish to make the lines too black. Not all the teachers were indifferent, not all the students ignorant. The zealous and ambitious could and did find extra-mural opportunities to supplement the official course, and those with natural aptitude and exceptional ability went forth fairly well fitted for the work before them. Those physicians who have enjoyed your well-merited confidence and esteem for so many years, those to whom you have safely intrusted your dearest interests, were educated in this manner. But their competency is not proof of the sufficiency of the method. Their real education came afterward. Moreover, medical education was no worse then that of the other so-called learned professions, and the state and the community were equally indifferent and tolerant in all.

To summarize it, the medical schools received as students all who applied, regardless of preliminary education or training, of everything except a vague requirement of proof of good moral character. They gave the student certain opportunities for didactic instruction, but none for practical acquaintance with the subjects taught ; and they exercised no supervision over his use of those opportunities except an amiable examination at the end of his course, the result of which too often might have given ground for the thought that Dogberry's advice to his watch had been heard and heeded.

The state took no part except to grant a charter for the asking, and more or less laxly to restrict the right of practice to those who possessed a diploma.

Compare with this the system now in operation within these walls. The state now requires a preliminary and general education equivalent to graduation from a four years' high-school course after a completed eight years' elementary course, and it conducts the examination and provides the successful candidate with a certificate by which alone he can gain admission to the school. The standard for admission to the school is practically equivalent to that required for admission to the academic department of a university.

The course upon which the student enters is graded, and the instruction given in one year is repeated in no other. Not only is his attention at first confined to the two or three subjects a knowledge of which is distinctly necessary to the comprehension of those which are subsequently to be taken up, but even their mutual relations are respected, and his advance in one is combined with correlative progress in the others so that they are mutually helpful. Furthermore, daily recitations have taken the place of lectures, and these, with frequent examinations, ensure fidelity to the the task or lead to early removal from the scene. Coincidently, the practical work in the laboratories makes the student personally familiar with the objects and processes of which he is reading and hearing.

In the second and third years the studies of the first are completed, and that of the practical branches is begun by recitations, first in their principles and then in their details, and lectures are added to profit by the opportunities which they give for emphasis and personal influence. But the great change is found in the means taken to bring the student into direct personal contact with the subject of his studies, to train his eye, his ear, and his hand to recognize the facts which he needs to know, and to educate him in the use of the instruments of precision which have been brought to the aid of diagnosis and treatment. Laboratory and bedside work occupy most of his time, and while his senses are trained to recognize, his mind is drilled to habits of close attention to facts and just reasoning upon them. The subjects of his study are no longer academical abstractions. They are real things which he handles, sees, or hears. The picture of a disease which rises in his mind is not that of a page in his text-book ; it is that of patients he has seen and handled, whose temperature he has taken, whose blood he has examined, whose tissues perhaps he has had under the microscope. His clinical work is done with a few companions or alone. He is trained so to examine as to bring out at once the essential facts, and from time to time he is called upon to prepare a complete study of a disease as illustrated by some case, to read his report before his class or his section, and to receive the criticism of his fellows and of his instructor. He takes part in operations, administers the anæsthetic, even does some of the minor operations.

In the fourth year the instruction is almost wholly clinical, embracing under this term the practical use of the bacteriological and microscopical laboratories in the study of the cases under observation, so that the student is exercised synthetically in the procedures which he will be called upon to employ after he shall have entered upon practice. He is also taught the specialties, partly by lectures, but mainly by direct observation in small sections in hospital and dispensary. He thus becomes familiar with the instruments which are employed in these cases, and with their mode of use, and while his experience stops far short of that which would be required to make him a competent specialist, yet it is sufficient to enable him to do all that could properly be expected from him in general practice. It enables him to recognize his limitations and the direction in which he must seek further knowledge, which indeed, is the sum of most of the knowledge any of us may possess.

It is evident that the student who has profited by the opportunities now offered is vastly better equipped for his work than he who graduated even as recently as ten years ago, and that the superiority lies in the more intelligent grasp of the subject as well as in the practical experience which has been added. The preparation is so much better that it is no longer so urgently desirable that it should be supplemented by service in a hospital although time thus employed is extremely well spent, and yet of the men graduated here last summer more than three fourths obtained such hospital positions by competitive examination, a striking demonstration of their zeal as well as of the excellence of their preparation.

In considering the causes which have brought about this change, so far reaching and beneficial in its effects, we have dealt thus far only with the generous material aid which has made it possible. But it would be very ungrateful to omit mention of the part taken therein by the state and the profession in the establishment of fixed standards of preliminary and completed education and in maintaining and raising them.

During the first century of its existence the state's regulation was limited to chartering schools whose diploma carried the right to practice. It exacted no preliminary training and exercised no supervision over the results. The door was opened as wide to the lad whose education had ended before he entered his teens as it was to him who had been graduated from a college, and the question of the competency of the graduate was left to the judgment of his patients and to the courts of law. The only deterrents of the incompetent were the prospect of starvation if he secured no clients and that of a suit for damages if he did. Unfortunately, the outlook in respect of both was almost as unpromising for the good as for the bad. Even the laws against quackery, passed by so many of the states in 1840, had been annulled or allowed to lapse under the plea that they unduly restricted the rights of the individual and created a monopoly. And indeed within the last ten years the claim has been made in our legislature that if a man wished to make use of the services even of an imposter, he should be left free to do so.

Against this *laissez-faire* attitude of the state there has always been opposition in the profession, stimulated, of course, by various motives, and manifested in various ways and with varying force. For many years it appeared only, and rather tepidly, in the voluntary associations of the colleges and of the official state societies to create an opinion which would be effective to raise the standards and improve the methods of the schools. In this action the schools themselves took a commendable part. Although the progress made was slow, probably it was all that was possible under the conditions of public opinion then existing. But about fifteen years ago the pressure became greater, as a part of a general movement involving all the professions and educational methods in general, and finally the state intervened by enacting successive measures into law which have placed us in the forefront of the movement and have become a model followed more or less closely by most of the others. It established a high requirement of preliminary education, lengthened the course to four years of eight months' work, and created an examining board which alone can give the license to practice. In short, the state conducts the entrance and licensing examinations, and it leaves wholly to individual effort the means by which the education is given and obtained.

Similar, and, so far as the preliminary requirements are concerned, equivalent conditions have been established for the law and for some other professions, and this may be taken to be, for the present at least, all that the state can well do in the matter. There are, indeed, not lacking those who think it is too much, and the main task of the immediate future will apparently be to maintain what has been gained.

This estimate refers only to the educational side of the subject and does not include state medicine or research, in both of which there is room for much yet to be done. The state or the municipality alone can give the community protection against the rise and spread of many diseases, for it alone has the authority and the power to enforce the necessary social co-operation. It alone can guard the water sources, can supervise the quality of foods, can compel cleanliness in habitations, the isolation of contagious cases, the exclusion of those affected with epidemic diseases. In such matters the individual is powerless, the state alone can be effective.

Properly to do this work it must bring to its aid not only the physician but also those trained in the laboratory sciences—pathology, bacteriology, chemistry—and the promotion of advance in those sciences is a legitimate object of its solicitude and effort.

The study of pure science, for science's sake, is the source from which have come all those brilliant inventions of applied science which have, each in its turn, startled the world, dazzled the imagination, and added so enormously to the resources and the welfare of the community. In the material rewards which have accompanied them, those upon whose work they were primarily based have rarely had even the humblest share, and in those which belong peculiarly to the science and art of medicine no such reward is known. The benefit accrues to the community in the saving of life and limb, the maintenance of health and strength, the freedom from danger and anxiety. And as the community is the beneficiary, so should it be the supporter of these self-denying, humble, silent workers in its behalf. In an appeal which he made to the French government more than thirty years ago, Pasteur, the most fruitful laborer in this class that the world has known, whose work has added more to the health and wealth of the world than that of any other man, wrote:

"The boldest conceptions, the most legitimate speculations, take on a body and a soul only when they are consecrated by observation and experience. Laboratories and discoveries are correlative terms. Suppress the laboratories, and the physical sciences will become the image of sterility and of death. Henceforth they will be only sciences of instruction, restricted and powerless, not sciences of progress and with a future. Give them back their laboratories, and life will reappear, with its fecundity and its power. Outside of his laboratory the physicist, the chemist, is an unarmed soldier on the field of battle.

"The deduction from these principles is plain; if the conquests useful to humanity stir your heart; if you stand amazed before the surprising effects of the electric telegraph, the daguerreotype, anæsthesia, and so many other admirable discoveries; if you are jealous of the part which your country might claim in the development of those marvels, take an interest, I implore you, in those sacred places known by the expressive name of laboratories. Demand that they be multiplied and equipped. They are the temples of the future, of wealth, and of well-being. It is there that humanity develops, strengthens itself, and grows better."

There is nothing in the meticulous, patient, inconspicuous work done in the laboratory to attract the attention or arouse the interest of the "man in the street." Nothing can be predicted, nothing important, perhaps, can be reasonably expected from any one of a hundred lines of work that may be followed, and yet any one of them may lead to a discovery or an application that will be of incalculable value. To the practical man's query, "What is the use of that discovery?" there in only Franklin's answer, "What is the use of a baby?" The future alone can show. The men who do this work must do it for the love of investigation, for it brings no current return by which even a livelihood can be gained. Consequently, it is usually associated with teaching, and by this connection, if the associated work is not too consuming of time and effort, a double gain is made, gain to the teacher in stimulus, gain to the taught in the clearer, more vital, more interesting knowledge of the subject as it is expounded to them.

This combination also has been provided for in our school, and from it we may reasonably hope for results that will extend the benefits of this great gift far beyond the bounds that are now visible. The brightest hope of our future, as it appears to me, comes from the fact that there are gathered here with us as teachers and investigators a great body of earnest, faithful young men, seeking not merely to impart the modicum of knowledge which goes to the making of a graduate, but sedulously to utilize for their own improvement and the advancement of science the opportunities which the combination of teaching, hospital, laboratory, and association with others pursuing similar aims places within their control.

May the harvest which they shall gather be a worthy return for the wise and generous thought which has given them this opportunity.

We have invited you to-day to take part in the formal opening of this important addition to the educational resources of the state; we accept your presence as a proof of your sympathy in our undertaking; and with gratitude for the opportunity afforded, with a keen sense of the responsibility resting upon us, and strong in the support of the great University of which we are a part, we go forward with confidence to the future that opens before us.

ADDRESS BY GOVERNOR ROOSEVELT

MR. PRESIDENT, LADIES AND GENTLEMEN :

It is a matter of much pleasure to me to take part in the ceremonies by which we now celebrate the opening of this new Medical College, a monument and model of living patriotism and generous philanthropy. I shall not dwell upon the value and work of such institutions as this. Professor Stimson has fully and carefully gone over that ground. I shall more particularly ask your attention to the need of having men in the community who will do as Colonel Payne has done here.

One of the principal needs in any civilization is to keep always open to certain men an opportunity for doing non-remunerative work, work which, from the very nature of things, will be totally unpaid, or paid in a manner altogether out of proportion to its value when accomplished. I think it would hardly be too much to say that the lives of those men whose work has been of the greatest value to this and every country have been in a material sense absurdly, ridiculously, underpaid. Since Milton received five pounds for one of the greatest epics ever written, the story has always been the same. The reward of the men who have left great names, whether as soldiers, statesmen, or in other walks, was almost always the work they did. The work which is on the whole best worth doing for any great people is work which from its very nature cannot pay for itself. The great mass of the body politic has got to understand this, or there will be a failure to provide opportunities for this non-remunerative work, the work which does not and cannot bring quick and profitable pecuniary returns to the doer of it.

There are only a few, a very few, who can unite the power of wealth to the higher power of successful administration. The need of non-remunerative work is vital; but do not forget that this work is conditioned upon some one else doing the work which does bring remuneration. The scientific man is dependent upon the man of wealth.

The very existence of buildings such as this, of our great colleges and universities, such as are presided over by you, Mr. Schurman, and by you, Mr. Low, are the best, surest, and amplest proof of the good which may flow from accumulated wealth. No doubt there is evil also. The man of means is about like everyone else, having good motives and bad; only he is possessed of more opportunity to do good or to do evil. But there is nothing more harmful and dangerous than the teaching that the wealthy man is necessarily an enemy of the people. Colonel Payne's gift of this magnificent building emphasizes in a striking fashion the fact of the incalculable good done to the community by men of wealth who use their wealth aright. It also emphasizes the fact that wealth must be used properly to justify its existence. And we have the moral right to demand that great fortunes be so used as to tell on the whole for good and not for evil.

It is practically impossible to keep a great fortune so that it shall be neutral. Its possessor will use it either for good or for evil. The individual man of wealth must be either a benefit to the commonweal or the reverse. All honor to the man who is on the watch to take advantage of every opportunity to do good with his money. If he fails to take advantage of the chance when offered, a heavy weight of responsibility lies upon him. In some way or other every man can serve the civilization in which he lives, and not the least of the opportunities open to every man of wealth is that of furnishing the tools and the field for the great non-remunerative work which marks so much of the world's real progress.

In this case, too, there is an example set in the quiet way the service is rendered. Moreover the magnificent gift and the means to make use of it are given with a broad generosity which refuses to imperil its usefulness by narrow conditions. No small praise is due to Mr. Payne for the manner of his giving of the gift, which ensures its being used with the greatest possible effectiveness.

I feel that we should congratulate ourselves, as citizens of this city, that by the establishment here of this department of Cornell something has been added to the forces which perpetually war for right; something which will enable us better to hold our own against those powerful forces which war for wrong and evil.

ADDRESS BY PRESIDENT LOW

MR. PRESIDENT, LADIES AND GENTLEMEN:

It gives me pleasure to congratulate Cornell University on the noble gift for medical education of which this well-appointed building is one expression. I never think of universities as competitors, in the business sense of that word. We are rather all allies, fighting shoulder to shoulder against ignorance and in order to spread the domain of truth. When men are striving for what they can get, I can understand a certain feeling of envy, how little admirable it may be even then, when others appear to be more fortunate than ourselves. But when men are striving for what they can give, when each is simply endeavoring to do the best service for the public that he can, it is impossible for me to understand how anyone can fail to rejoice in every piece of good fortune that comes to anybody similarly engaged. I rejoice, therefore, with Cornell in the opportunity that has come to it through the bounty of Colonel Payne, to render service to humanity in the great department of medical activity which it has recently entered.

I desire, also, to express my thanks to Colonel Payne, not only for his generosity to a sister university, but also for the benefits that are likely to accrue to Columbia and other universities by reason of his gift. The College of Physicians and Surgeons, the Medical School of Columbia University, is not likely to be any the worse school because it has to maintain its reputation side by side with the Medical School of Cornell University, amply endowed as that now is. Neither is the Medical School of Cornell University likely to cherish lower standards because it has to make itself worthy to command the attendance of students in the field in which the College of Physicians and Surgeons has been so long at work. Each school will help to make and to keep the other thoroughly effective.

Colonel Payne also has conferred a benefit on other universities than Cornell by his large gift. Friends of Princeton and Yale and Harvard and Columbia are not going to be less willing to support the institution that is dear to them, because Colonel Payne has made this large gift to Cornell. I believe the truth to be exactly the reverse. Everyone who helps any university helps us all ; for such an one bears new and emphatic testimony to the value of the service that we are all trying to do. I am glad, therefore, to have this opportunity to thank the generous benefactor of Cornell for this sort of service rendered to Columbia and to the general cause for which Columbia stands.

And, last of all, I wish to thank him, in the name of humanity,—not the humanity of this great metropolis alone, nor yet even of the United States only—but in the name of the humanity which is synonymous with mankind. No great medical school can be endowed with facilities for investigation and research without, in time, contributing something to the advance of knowledge which will tend to alleviate pain or to ward off suffering in the most unexpected places. I join, therefore, with all who are here to-day in willing recognition of the gift that has made to-day's meeting possible, and in the heartiest good wishes for the Medical School of Cornell University. These thanks and these good wishes I express not in my own name only, but in the name of Columbia University and especially of its Medical Department, the College of Physicians and Surgeons. This is the spirit in which we try to do our own work, and this is the spirit in which we gladly recognize the good work done by our sister universities everywhere and in every field.

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CORNELL UNIVERSITY

DEPARTMENTS AND COLLEGES

GRADUATE DEPARTMENT

Degrees, A.M., Ph.D., etc.

ACADEMIC DEPARTMENT

Degree, A.B.

COLLEGE OF LAW

Degree, LL.B.

MEDICAL COLLEGE

Degree, M.D. New York City and Ithaca.

NEW YORK STATE VETERINARY COLLEGE

Degree, D.V.M.

COLLEGE OF AGRICULTURE

Degree, B.S.A.

NEW YORK STATE COLLEGE OF FORESTRY

Degree, B.S.F.

COLLEGE OF ARCHITECTURE

Degree, B.Arch.

COLLEGE OF CIVIL ENGINEERING

Degree, C.E.

SIBLEY COLLEGE OF MECHANICAL ENGINEERING AND MECHANIC ARTS

Degree, M.E.